

Architecture Against Housing Alienation

Course Instructors:

Adrian Blackwell (coordinator, Monday+Thursday), adrian.blackwell@uwaterloo.ca

Tura Cousins Wilson (Monday), tcousins@uwaterloo.ca

Samantha Eby (Monday+Thursday), sam.eby@uwaterloo.ca

Monica Hutton (Thursday), mh@monicahutton.com

Faye Sifei Mo (Monday+Thursday), smo@uwaterloo.ca

Val Rynnimeri (Monday+Thursday), vrynnimeri@uwaterloo.ca

Teaching Assistants:

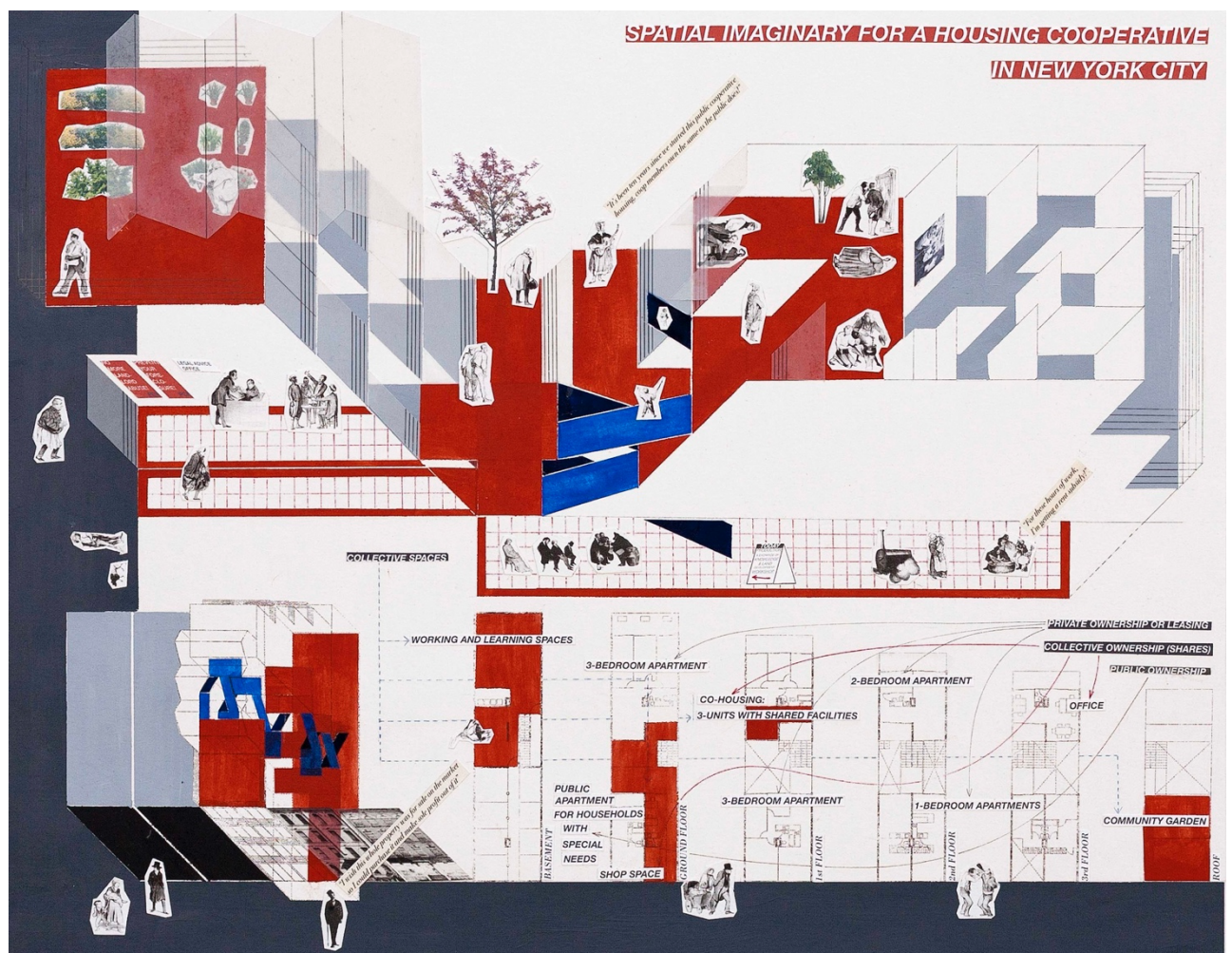
Safaa Alnabelseya, salnabel@uwaterloo.ca

Julie Niu, m8niu@uwaterloo.ca

Class hours: Monday and Thursday, 9:30-12:30, 1:30-5:30

Class location: Second Year Studio and online MS Teams

Office locations: Various, Schedule by e-mail



Cohabitation Strategies - Spatial Imaginary for a Cooperative in NYC

Territorial Acknowledgement

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples, within the Haldimand Tract, the ten kilometers on each side of the Grand River, promised to the Six Nations. This studio is centrally concerned with the rights of all people to non-alienated affordable housing. On the studio site, ongoing issues of disparity were initiated through violent processes of European colonization that included the displacement of indigenous peoples from the lands that sustained them. These processes also brought African and Asian people to North America to work under conditions of slavery and indentured servitude. Within this studio we will struggle to recognize and respect the traditional territory of Indigenous people, and consider ways to address the systemic bias that still organizes Canadian urban spaces, in order to design a more ecologically sound and economically sustainable home for all people.

Course Description

The concept of residential alienation has recently been used by sociologist David Madden and the late planner Peter Marcuse, in their book *In defense of housing*. They begin by arguing that alienation means "not feeling at home."

Growing numbers of people today do not feel at home in their housing. Overcrowding, displacement, dispossession, homelessness, harassment, disrepair, and other ordeals are increasingly common. Adequate, stable, affordable dwelling space is becoming ever more scarce. As a result, many people experience their housing as just another precarious place in an insecure world. There is a term for not feeling at home that has a long history in social science and critical theory: alienation.

They go on to point out that this feeling of existential homelessness is tied to another apparently distinct meaning of the word, which Karl Marx underlined in his interrogation of the concept of alienation

If something is 'alienable,' it is exchangeable. It can be bought and sold. Alienation is thus the precondition of all private property.

Contemporary housing alienation is tied to the development of an economy based in the widespread commodification of land and to the production of housing for exchange rather than use. By turning both housing and the land on which it stands into commodities, capitalism has alienated housing.

However, for Madden and Marcuse, our current housing crisis is tied not simply to the century's old history of capitalism, but to a much more recent process of accelerated commodification that has developed since the 1970s under the political and economic ideology of neoliberalism, which they name "hyper-commodification". It is marked by a relationship between the increasing cost and decreasing quality of housing. In order to address the connection between these two phenomena, we

use the concept of housing alienation, because it allows us to better understand the qualitative and aesthetic dimensions of the housing crisis. Housing alienation is an objective force created by the level of housing commodification, but it has at least three specific dimensions, which can be understood spatially and materially. Housing alienation separates us from our natural environment, our social milieu, and from our own creativity. But to understand this, we need to address the historical development of housing alienation and understand its resonance in specific places.

The triple alienation of primitive accumulation

Marx's first theorization of alienation was written in a set of manuscripts written in 1844 and only published in the 1930s. He wrote these text to respond to a group of philosophers who have been named alternately the "young" or the "left" Hegelians. These philosophers met regularly to debate the work of senior philosopher G. W. F. Hegel. Ludwig Feuerbach showed that Hegel was still caught in an essentially Christian understanding of history, arguing that man had created the idea of god and then subjected himself to this higher power. The anarchist Max Stirner, took this argument a step further, by pointing out that Feuerbach transposed Hegel's Christian values onto an idealized "man", so that individuals were alienated from a projected model of themselves, one that they could never realize. By the early 1940s Marx's radical journalism had forced him to move to France where he encountered works of French socialism and anarchism. There he was deeply influenced by the work of the anarchist Pierre-Joseph Proudhon who observed that most people were alienated from land as property in a capitalist society, claiming that "property is theft".

Marx was sufficiently challenged by Stirner and Proudhon that he wrote books criticizing each of them.¹ For Marx, Stirner's arguments missed the fundamentally material and economic nature of alienation, while Proudhon focused too much on the alienation of people from something outside themselves— land. Learning from both these anarchist arguments, Marx argued that people were physically alienated from their own species-being through a mode of production which commodified their labour power. The process of waged labour, created an alienation in four-parts: workers were separated from the product of their labour, from their labour process (which included their agency over the way that they worked and the tools they used), from other workers and from their own species-essence, or human nature.²

However, in the conclusion of the first volume of Marx's three volume work—*Capital*—another possible reading of alienation emerges. There he argues that contemporary capitalism was born during a long historical process he names “so-called primitive accumulation,” during which Indigenous people and peasant farmers were pushed from their lands, enforcing a state of existential homelessness that took diverse forms for different people.³

Marx concentrates on the "parliamentary enclosures" in Europe that cost peasants their farms, and brutally criminalized vagrancy, pushing peasants to work in factories and inaugurating the fourfold

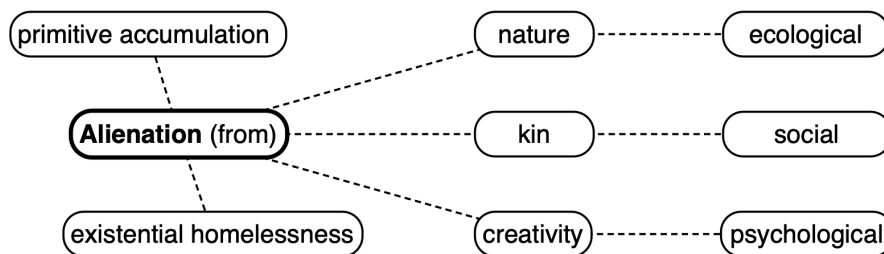
¹ Karl Marx dedicated the majority of his 1845 manuscript *The German Ideology* to a detailed critique of Stirner, and his 1847 book *The Poverty of Philosophy* to a critique of Proudhon.

² See Karl Marx, *Economic and Philosophic Manuscripts of 1844* (Moscow: Progress Publishers, 1974), 63-69.

³ Karl Marx, *Capital: A Critique of Political Economy, Volume One*, Trans. Ben Fowkes (London: Penguin Books/New Left Review, 1976), 871-940.

alienation described earlier, but he also clearly describes processes of primitive accumulation outside Europe. Settler-colonialism enacted a physical and cultural elimination of Indigenous peoples, physically alienating people from the valuable land that once sustained the cycle of life.⁴ This meant that labourers needed to found elsewhere, and these were found in the slave trade, which forcibly sent millions of people from Africa to the Americas, reducing human beings into a common currency and serving as model for the capitalist alienation of labour.⁵ Settler-colonialism and the alienation of land, Slavery and the alienation of human labour, predated the process of European enclosure and in many ways were the laboratories in which enclosure was invented, tested and perfected.

Each of these three moments—settler-colonialism, slavery and enclosure, nested within the triangular trade across the Atlantic (between Europe, Africa, and America)—produced a triple alienation: people were separated from the environment that surrounded them and on which they relied for the food, shelter, and fuel required for survival, torn from their communities and families, and finally separated from the fruits of labour, from the very creativity that spiritually sustained everyday life.



In response to these very different forms of brutality, the alienated people that emerged from the violence of primitive accumulation were unbound from traditions, and challenged to create a new world, through new forms of creativity, new social relations, and new relationships to the environment. This subjective transformation was at the heart of modernity and much of what we understand as modernist creativity was born of the struggle to create a home in the face of this violence.⁶

The feeling of alienation remains at the heart of capitalism, because these three forms of alienation are the constant and ongoing foundation of capitalist accumulation through processes of "accumulation by dispossession", and the "new enclosures" of neoliberalism, and these processes of existential dispossession, are precisely what create modern property as an exchangeable asset.⁷

Modernity is founded on the universalization of the commodity form, which is differentiated from other artifacts of human labour, through its unencumbered exchangeability, or *alienability*. This is

⁴ See Patrick Wolfe, "Settler colonialism and the elimination of the native" *Journal of Genocide Research* 8(4) (December, 2006): 387–409

⁵ Sylvia Wynter discusses enslaved african labour as a form of measurable currency, what she calls the "pieza conceptual frame" after the portuguese word for a young healthy male worker. See Walter D. Mignolo, "Sylvia Wynter: What does it mean to be human?" in Katherine McKittrick ed. *On Being Human as Praxis* (Durham: Duke University Press, 2015), 113.

⁶ Sylvia Wynter calls this creative effort "transplanting" see Sylvia Wynter and Katherine McKittrick, "Unparalleled Catastrophe For Our Species? Or, to Give Humanness a Different Future: Conversations" in Katherine McKittrick ed. *On Being Human as Praxis* (Durham: Duke University Press, 2015), 20.

⁷ See David Harvey, *The New Imperialism* (Oxford: Oxford University Press, 2003); and Midnight Notes Collective, ed., *Midnight Notes 10: The New Enclosures*, 1990.

precisely what breaks a commodity's relationship to any locale and concretizes a real condition of existential homelessness. It is the *alienability of housing* that transforms it from an essential aspect of our human milieu, a necessary support for life, into an exchangeable asset, creating *housing alienation*.

Dis-alienating housing

The challenge of design is to find a way to dis-alienate housing, to design it in such a way that it is decommodified and its inhabitants can connect to their environment, to community and to their own fundamental sense of creativity. Much of what passes for residential design in architecture, claims to do some of these things, but in fact simply deepens the commodification of space, compartmentalizing ecologies while consuming inordinate quantities of carbon intensive materials, isolating people of different incomes and cultures in private enclaves, and substituting acquisitiveness for the pleasure and meaning of human creativity.

Within this studio you need to find ways of embracing housing as home rather than an asset. Building meaningful relations to the biotic and abiotic elements of the local ecology, creating wildlife corridors, building biomass, working with the site's hydrology to best use scarce water resources.

An affordable housing land trust in Cambridge, Ontario

Like most municipalities in southern Ontario, the Waterloo Region is suffering from a deep housing affordability crisis, but according to a 2021 report by the Kitchener Waterloo Community Foundation the Waterloo Region suffers more deeply than other cities.

Kitchener-Cambridge-Waterloo CMA grew by 12% (to 593,882 people) from July 2015 to July 2020, the fastest growth rate of any of the 290 metropolitan areas across Canada and the United States with populations of at least 500,000 and almost twice as fast as Canada overall (6.4%), and almost four times faster than the United States (3.1%)...

Canada had the second-highest real house-price inflation of any country from 2005 to 2020, with Canadian home prices increasing by 108% in real terms... while the average country had a 36% real increase over that time.

Kitchener Waterloo had the second-highest price growth within Canada of 28 major markets from January 2015 to July 2021, according to the MLS Home Price Index, which shows that the price of Kitchener Waterloo homes increased 282% from January 2005 to July 2021, from \$196,000 in January 2005 to \$749,000 in July 2021....

At the same time costs for tenants have increased rapidly, the rent of "vacant bachelor apartments increased by 122% since 2008, from \$489 per month to \$1,089 per month, according to data from Canada Mortgage and Housing Corporations."⁸ These problems affect racialized and immigrant people much more severely than other social groups.

⁸ Steven Ayer, Waterloo Region's Vital Signs, 2021 Report: Affordable Housing (Kitchener: Kitchener Waterloo Community Foundation, 2021), 4-5.

Racialized individuals had median total incomes of only 63 cents for every dollar of non-racialized residents of Waterloo Region in 2016 and were more likely to be spending more than 30% of their income on housing across the region (30.6% vs 23.4% of non-racialized residents), while often facing housing discrimination.

Recent immigrant households are 6 times more likely to live in overcrowded conditions than non-immigrants (19.3% vs 3.2%)....⁹

These are symptoms of the alienation of housing. Prices are being driven up in part by increased demand, but primarily through speculation on land value. Through this process, land owners are enriched by what nineteenth Century reformer Henry George theorized as the unearned increment, that profit a landowner makes off the work that others do: other community members producing cultural amenities and social networks, the city producing infrastructure, tenants paying rents, non-human ecologies producing air and water, and through the theft of Indigenous land. Within this studio you will work to keep this increment within the community.¹⁰

Using a "Use it or Lose it" bylaw, the city will expropriate fifteen sites for the Galt Community Land Trust, to create deeply affordable housing infill housing in the historic downtown, preserving this affordability for future generations.¹¹ In order to densify the core, while maintaining the quality of the built fabric and river landscapes the proposed housing will be mid-rise, limited to 8 stories, and will respond to the scale of existing buildings. Each small site will accommodate between 60 and 100 people, while the four large edge sites will accommodate 200 or more, creating new housing in Galt for a total of between 1000 and 2000 residents. By securing housing for the lowest income residents outside the speculative real estate market, the market will be loosened and housing as a whole will become more affordable.

The entire land trust will be composed of buildings with different programs, to accommodate a diversity of people in need of community housing including: student housing, supportive and transitional housing, cooperative housing, and co-housing. Each building within the land trust will combine at least two types of housing, as well as public programs to serve the entire land trust.

Learning Objectives:

The course will allow students to develop skills and competencies in the following:

1. Housing as a framework of ecological relation and passive design.
 - Principles of passive solar heating, cooling, ventilation and lighting
 - Introduction of basic concepts of embodied carbon, material sourcing, durability,

⁹ Steven Ayer, Waterloo Region's Vital Signs, 6.

¹⁰ John Emmeus Davis, "Origins and Evolution of the Community Land Trust in the United States" in *The Community Land Trust Reader* (Cambridge MA: Lincoln Institute of Land Policy, 2010), 35.

¹¹ Both the Use it or Lose it bylaw and the Galt Community Land Trust are fictional entities proposed within this studio. But both are based on ideas generated elsewhere. Even John Tory the mayor of Toronto is now proposing a use-it or lose-it bylaw. This earlier campaign for this law was started in 2007:

<http://individual.utoronto.ca/property/UseItorLoseItBylawBrief.pdf>, For a better understanding of a local community land trust see the Parkdale Neighbourhood Land Trust: <http://www.pnlt.ca/wp-content/uploads/2015/04/PNLT-HANDOUT.pdf>

- adaptability, reuse and recycling
- Housing that relates people to the surrounding environment
2. Individual and collective agency to produce, maintain and change housing.
 - Apartment unit design
 - Fixed and mobile elements in a dwelling
 - programmed and unprogrammed spaces
 - Evolutionary Housing Design
 3. Introduction to housing as framework for changing social relationships:
 - public space and urban form
 - the zoning and code regulations that structure the relationships between buildings and urban space.
 - housing design
 - Accessible design

Evaluation:

Each assignment throughout the term will be assessed on the following criteria:

1. Positioning toward the key thematic issues of the project
2. Quality of the research that supports the development of the design
3. Aesthetic experimentation in architecture and urban design
4. Technical understanding of building and urban systems
5. Iterative process of design development
6. Precision and craft of presentation and clarity of communication

The faculty will provide written comments in addition to a numerical grade for each project.

Studio Assignments:

1) Connecting three alienations through three forms of representation

a) Sectioning Ecological Relations – 1.5 weeks – 10%

Digital submission due in LEARN 9:00am Monday September 19th

b) Planning for creativity – 2 weeks – 15%

Digital submission due in LEARN 9:00am Monday October 3rd

c) Exploding Social Relations – 2 weeks – 15%

Digital submission due in LEARN 9:00am Monday October 24th

2) Evolutionary housing in a land trust – 6 weeks – 50% (individual or in groups of 2)

Digital submission due in LEARN 6:00pm Thursday December 8th

Other elements of the overall grade:

- 3) Integration of Praxes of Care Speaker Series themes into your design research 5%** - write a 200-word reflection on how you can see the conversations in the speaker series relate to your design research.
- 4) Studio participation 5%** - based on your participation in all group activities, group review, pin-ups, and project reviews.
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Short Project Descriptions:

Project 1) Drawing connections to combat three forms of housing alienation

In this project you will address three different forms of housing alienation through design: 1) from ecological relations, 2) from the ability to creatively change one's own housing, and 3) from the surrounding social world.

a) Sectioning active/passive ecological relations – 1.5 weeks – 10%
Digital submission due in LEARN 9:00am Monday September 19th

Every building is part of the web of life. It inserts itself into a complex existing ecology, which serves as the biotic milieu for countless organisms and is founded on a specific abiotic geological and hydrological structure. Buildings influence this web of life in a number of complex ways, in this studio we will consider three of them: material use, building operation and embodied relationships. In this project you will design and draw a section through your building and the adjacent site based on the modification of a chosen precedent housing section.

1b) Planning for creativity – 2 weeks – 15%
Digital submission due in LEARN 9:00am Monday October 3rd

In this project you will draw a plan of at least two different housing units in your proposed building, by modifying your chosen precedent to describe how their use can evolve over time and change according to different uses. How can housing be remade by its inhabitants, so that they can be creative within it?

1c) Exploding Social Relations – 2 weeks – 15%
Digital submission due in LEARN 9:00am Monday October 24th

Every housing unit is a part of a complex social environment that includes family friends, neighbours, acquaintances, and strangers. How can the building you design encourage, mutual aid, practices of care? Consider the potential for co-housing, inter-generational, queer, or other forms of housing that do not conform to the so-called norm of the nuclear

family. In this project you will design and draw a 3D drawing of your building based on the modification of a chosen precedent housing section.

Project 2) Deeply affordable evolutionary housing in the Galt Community Land Trust – 6 weeks – 50% (individual or in groups of 2) Digital submission due in LEARN 6:00pm Thursday December 8th

The second project of the term, involves putting together these three exercises to design a mixed-use housing building for between 60 and 100 people (per student) on a site in Cambridge's Galt center. The project will evolve over 6 weeks and each week you will address a different part of the overall problem:

Week 1) Massing and site planning for passive solar, ventilation, relation to outdoor space, ecological connectivity

Week 2) Unit plans, connecting to personal creativity

Week 3) Public and shared space design, connecting to others (interim pin-up)

Week 3) Structure, parking and overall building plans

Week 5) Outdoor space design

Week 6) completion of drawings

Studio Schedule:

Wk	Mo		Title	Faculty	%
1	Sept	8 Thurs	9:30-11:00 Introduction of the course and project 1 11:15-12:30 Lecture: Ecological site relations and passive design - Val Rynnimeri; 1:30-2:30 Group meetings; 2:30-5:30 Visit sites in Cambridge 6:30-8:30 - Praxes of Care Speaker Series: Design As Protest: Organizing for Change	AB, SE, MH, FM, VR	
		12 Mon	9:30-5:30 - individual desk reviews in studio	AB, TCW, SE, FM, VR	
2		15 Thurs	9:30-5:30 - group meetings in the Loft	AB, SE, MH, FM, VR	
		19 Mon	9:00am P1a due, 9:30-12:30, 1:30-4:30 P1a discussion, 5:00-5:30 Introduction of P1b	AB, TCW, SE, FM, VR	10
3		22 Thurs	9:30-10:45 - Lecture - Planning for Creativity - Adrian Blackwell 11:00-5:30 - group meetings in the Loft 6:30-8:30 - Praxes of Care Speaker Series: Advocating for the right to healthcare	AB, SE, MH, FM, VR	
		26 Mon	9:30-5:30 - individual desk reviews in studio	AB, TCW, SE, FM, VR	
4		29 Thurs	9:30-5:30 - group meetings in the Loft	AB, SE, MH, FM, VR	
	Oct	3 Mon	9:00am P1b due, 9:30-12:30, 1:30-4:30 P1b discussion, 5:00-5:30 Introduction of P1c	AB, TCW, SE, FM, VR	15
5		6 Thurs	8:00-6:00 - Toronto Field Trip 6:30-8:30 - Praxes of Care Speaker Series: Citizen power in informal cities	AB, SE, MH, FM, VR	
		8-16	Reading-week no classes		
		17 Mon	9:30-10:45- Lecture - Expanding Social Relations - Faye Mo 11:00-5:30 - group meetings in the Loft	AB, TCW, SE, FM, VR	
6		20 Thurs	9:30-5:30 - individual desk reviews in studio	AB, SE, MH, FM, VR	

		24 Mon	9:00am P1c due, 9:30-12:30, 1:30-4:30 P1c discussion, 5:00-5:30 Introduction of P2	AB, TCW, SE, FM, VR	15
7		27 Thurs	9:30-10:45 - Lecture - Material (not speculative) assets - Monica Hutton; 11:00-5:30 - individual desk reviews in studio	AB, SE, MH, FM, VR	
		31 Mon	9:30-10:45 - Lecture - Urban Infill Housing - Tura Cousins Wilson 11:00-5:30 - group meetings in the Loft	AB, TCW, SE, FM, VR	
8	Nov	3 Thurs	9:30-10:45 - Lecture - Designing better housing - Samantha Eby 11:00-5:30 - group meetings in the Loft 6:30-8:30 - Praxes of Care Speaker Series: Surveillance, violence and truth	AB, SE, MH, FM, VR	
		7 Mon	9:30-5:30 - individual desk reviews in studio	AB, TCW, SE, FM, VR	
9		10 Thus	9:30-5:30 - individual desk reviews in studio	AB, SE, MH, FM, VR	
		14 Mon	9:30-5:30 - P2 Interim pin-up	AB, TCW, SE, FM, VR	
10		17 Thurs	9:30-5:30 - individual desk reviews in studio 6:30-8:30 - Praxes of Care Speaker Series: Listening as architectural practice	AB, SE, MH, FM, VR	
		21 Mon	9:30-5:30 - group meetings in the Loft	AB, TCW, SE, FM, VR	
11		24 Thurs	9:30-5:30 - individual desk reviews in studio	AB, SE, MH, FM, VR	
		28 Mon	9:30-5:30 - group meetings in the Loft	AB, TCW, SE, FM, VR	
12		1 Thurs	Pin-up of presentation work	AB, SE, MH, FM, VR	
	Dec	5 Mon	9:30-5:30 - individual desk reviews in studio	AB, TCW, SE, FM, VR	
		8 Thurs	6:00pm - Digital drawing and model due		50
		12 Mon	Final Reviews Arch 292 Loft Gallery	AB, TCW, SE, MH, FM, VR	
		14 Wed	Grading Arch 292 Loft Gallery	AB, TCW, SE, MH, FM, VR	

Studio Readings:

Urbanism General:

Armbrorst, Tobias, Daniel D'Oca, and Georgeen Theodore. *The Arsenal of Exclusion & Inclusion*. Barcelona: Actar, 2017.

The Right to Housing:

Choi, Binna and Maiko Tanaka, "You ask me if there is another 'Grand Domestic Revolution' going on right now, and the answer is.... an Interview with Dolores Hayden" in *The Grand Domestic Revolution Goes On* eds. Binna Choi and Maiko Tanaka (Amsterdam: Casco-Office for Art Design and Theory, 2010)

Choi, Binna and Maiko Tanaka eds. *Grand Domestic Revolution Handbook*, Amsterdam: Casco-Office for Art Design and Theory, 2014.

Cohabitation Strategies, "Uneven Growth", <http://www.cohstra.org/?portfolio=uneven-growth>

Dai, Mona, Adrian Blackwell, Lisimar Campero, Negar Hashemi, Sneha Sumanth, Oscar Joel Aguilar Ibarguengoytia, Louise Liu, Yogi Acharya, Organizer, Matthew Lawson. *A Community-Driven Development Proposal for Public Housing at 214-230 Sherbourne Street*, Toronto: Ontario Coalition Against Poverty and Open Architecture Toronto, 2019.

Madden, David and Peter Marcuse *In Defense of Housing: The Politics of Crisis*. London: Verso, 2016.

Osborn, Bud, Nicholas Blomley, and Eugene McCann. "‘Raise Shit’, A Poem by Bud Osborn (4 August 1947 – 6 May 2014)" *Society & Space* (online, May 19, 2014)
<https://societyandspace.org/2014/05/09/raise-shit-a-poem-by-bud-orson-4-august-1947-6-may-2014/>

Right to Housing in Toronto Website: <https://right2housingto.ca/>

Rosenthal, Tracy Jeanne "101 Notes on the LA Tenants Union", *Commune* (online, July 17, 2019), <https://communemag.com/101-notes-on-the-la-tenants-union/>

Land Trusts:

Davis, John Emmeus "Origins and Evolution of the Community Land Trust in the United States" in *The Community Land Trust Reader* (Cambridge MA: Lincoln Institute of Land Policy, 2010), 3-47.

Parkdale Neighbourhood Land Trust, "Starting a CLT"
<http://www.pnlt.ca/clt-tool-kit/starting-a-clt/>

Pier Vittorio Aureli, Leonard Ma, Mariapaola Michelotto, Martino Tattara, and Tuomas Toivonen, "Promised Land: Housing from Commodification to Cooperation"
<https://www.e-flux.com/architecture/collectivity/304772/promised-land-housing-from-commodification-to-cooperation/>

Local Affordable and Multi-unit housing manuals:

Steven Ayer, Waterloo Region's Vital Signs, 2021 Report: Affordable Housing (Kitchener: Kitchener Waterloo Community Foundation, 2021), 4-5.

E.R.A. Architects, and the University of Toronto. *Mayor's Tower Renewal: Opportunities Book*. Toronto: City of Toronto, 2008.

Kesik, Ted, Liam O'brien, Terri Peters, MURB Design Guide: Enhancing the Liveability and Resilience of Multi-Unit Residential Buildings (MURBs) (2019)

Kesik, Ted, *Thermal Resilience Design Guide* (Toronto: University of Toronto, 2019).

SvN. *Housing Affordability in Growing Urban Areas - Independent report on housing affordability in Ontario* Toronto: OAA, 2019.

<https://www.rdh.com/blog/long-buildings-last/>

Housing Typologies:

a+t Density Series:

Density Condensed Edition, (2006)

Density projects: 36 new concepts on collective housing” (2007)

Density is Home, (2010)

Hertzberger, Herman, *Lessons for Students of Architecture*, Rotterdam: 010 Publishers, 1991.

Lacaton, Anne, Jean Philippe Vassal, Mathieu Wellner, “Surplus” in Reduce, Reuse, Recycle: Architecture as Resource, eds. Muck Petzet / Florian Heilmeyer, Venice: German Pavilion 13th International Architecture Exhibition, La Biennale di Venezia, 2012.

Open Building, <https://www.openbuilding.co/>

Otoni, Maria, John van Nostrand, Adrian Blackwell, "Evolutionary Housing Strategies for Canadian Cities" Mitacs Accelerate Research, 2020-2021.

Pohl, Ethel Baraona, “The Elements of the House, revisited” e-flux architecture (online)

<https://www.e-flux.com/architecture/positions/280228/the-elements-of-the-house-revisited/>

Ring, Kristien. "Reinventing density: how baugruppen are pioneering the self-made city", 2016. <https://theconversation.com/reinventing-density-how-baugruppen-are-pioneering-the-self-made-city-66488>

Schneider, Friederike, ed. “Floor Plan Atlas: Housing”. Basel: Birkhauser, 1997.

Sherwood, Roger. “Modern Housing Prototypes”. Cambridge: Harvard U. Press, 1978.

Course Delivery Platforms & Communication

To organize materials and communication outside of weekly in-person sessions, we will use the following:

LEARN – Official communication, work submission, and grade recording and release.

MS TEAMS – Used for supplementary discussions outside of in-person class time. Students will be added to the course team in the first week of class.

COVID-19 Special Statement

Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo’s developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

As this term was planned to be in person, remote lectures in the studio will not usually be recorded. Students must attend in person.

Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.

Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the Undergraduate Student Services Coordinator and accepted by the Undergraduate Office. Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here: (<https://uwaterloo.ca/coronavirus/academic-information#accommodations>).

Passing Grades

The minimum passing grade is 60% for all studio courses. Grades below the specified passing grade result in a course failure.

CACB Student Performance Criteria

The BAS/MArch program enables students to achieve the accreditation standards set by the Canadian Architectural Certification Board as described [here](#). This course addresses the CACB criteria and standards that are noted on the Accreditation page of the School of Architecture [website](#).

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Equity, Diversity and Inclusion Commitment

The School of Architecture is committed to foster and support equity, diversity and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B) you can reach out to either the Undergraduate office, Graduate office, or Director (Maya Przybylski). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

D) Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

Digital submissions:

Students should ensure that cheap hard copies of drawings and models are available for desk reviews. Digital files are required to accompany all major project submissions regardless of their original form. The final project will require paper printouts of formatted physical panels which will be used in reviews (these will be printed after the digital submission deadlines by ACM). Specific lists of the requirements of each project submission will be included with individual project handouts. Digital submissions will be required as a means to archive the work of individual students and groups throughout the term. All files must be submitted in minimized readable PDF format in LEARN.

Daily Schedule:

Students are required to be working in the studio during the scheduled hours. Students are also required to attend and participate in all scheduled reviews, and expected to attend all guest lectures and other events.

Studio culture:

The School of Architecture building is open every day, seven days a week, which allows students to execute their design work in the studio. Working in isolation inevitably undermines the potential of the collective environment of the studio and can be detrimental to the quality of a student's work. The development of a healthy studio culture involves creative production as well as a critical and speculative dialogue with regard to ones own work and the work of others. The studio must be a safe and inclusive environment in which all students can work without unnecessary distraction. Disruptive behavior is not allowed. Headphones must be used if a student wishes to listen to music or other electronic media. The student lounge, gym, and basketball court are available to any student who wishes to engage in activities unrelated to studio work.

Studio Environment & Cleanup:

The studio is a shared workspace. Students are to cooperate in maintaining a productive work environment; this includes respecting noise-levels and tidiness over the course of the term.

It is the students' responsibility to keep the studio environment tidy and safe. We will take the opportunity after deadlines to review the state of the studio. Project grades for the class will not be released until the studio is returned to a tidy and safe state. Clean-up days are marked in the schedule.

At the end of the term, students are responsible for returning their studio space to the same state in which they found it on the first day. Students are to remove ALL personal items from the studio by April 28, 2019. Items not wanted should be placed into the appropriate receptacles and not left in the studio or elsewhere in the building. Your final grade will not be released until your studio space is returned to the state in which you found it at the beginning of term.

Reviews:

Reviews are not evaluations but rather investigations and debates. Evaluation will take place in confidential sessions by the studio faculty working as a group, in which all critical aspects of each project will be considered. It is crucial that each student, not only participate in their own review, but also in the reviews of the work of fellow students. Participation in class reviews and seminars is mandatory. Video recorders and audio recording devices should not be utilized in review sessions without the approval of the course instructor(s) present. Students are

encouraged to make a written record of the criticism they receive from faculty members and guest critics through the assistance of a classmate who can take notes regarding the content of the conversation on one's behalf. Desk reviews are not objective debates or evaluations, but opportunities to receive advice specific to each student and each project. The project and the decisions made in the students design work are ultimately the student's responsibility.

Academic integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance:

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline:

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals:

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities:

[AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.